

**EFFECTIVE: JANUARY 2003**



**CURRICULUM GUIDELINES**

**A.** Division: **Instruction** Effective Date: **03 January 2003**

**B.** Department / Program Area: **Faculty of Child, Family and Community Studies/Early Childhood Education** Revision  New Course

If Revision, Section(s) Revised: **G,L,M,N,Q**

Date of Previous Revision: **10 September 2001**

Date of Current Revision: **26 September 2002**

**C:** **ECED 450** **D:** **Inclusion in Early Childhood Settings** **E:** **3**

Subject & Course No.	Descriptive Title	Semester Credits						
<b>F:</b> Calendar Description: <b>This course explores the selection and use of appropriate assessment materials and intervention techniques for working with children who have special needs. A family-centered approach, which focuses on promoting social interactions among children, will be taken.</b>								
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>60 hours</b>  Number of Weeks per Semester:  Flexible delivery ranging over 1 to 15 weeks  <b>Day time classes will be 10 weeks</b> <b>Night time classes will be 15 weeks</b>	<b>H:</b> Course Prerequisites:  <b>ECED 320</b>							
	<b>I:</b> Course Corequisites:  <b>None</b>							
	<b>J:</b> Course for which this Course is a Prerequisite  <b>None</b>							
	<b>K:</b> Maximum Class Size:  <b>30</b>							
<b>L:</b> PLEASE INDICATE: <b>Part of Block Transfer to Schools of Child and Youth Care at UVIC, UCFV, Malaspina University College; Bachelor of Professional Arts in Human Services degree program at Athabasca University; and Bachelor of Community Rehabilitation degree program at the University of Calgary.</b>								
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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<b>M:</b>	<p>Course Objectives / Learning Outcomes</p> <p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> <li><b>1. Familiarize students with the history, philosophy and practice of inclusion and the role of supported childcare programs.</b></li> <li><b>2. Understand the significance of the principles of Supported Childcare including: family centered practice, inclusion, individual program planning, community resources and early intervention.</b></li> <li><b>3. Identify community based resources available to support children and families.</b></li> <li><b>4. Understand the coordination of roles involved in transdisciplinary planning.</b></li> <li><b>5. Understand the role of an Early Childhood Educator as an advocate, observer, member of a planning team, and in the development and implementation of curriculum to support the individual needs of children.</b></li> <li><b>6. Understand the causes and classifications of a range of developmental disabilities that may require a child to receive additional support.</b></li> <li><b>7. Identify sources of information (including parents) when researching the needs of a particular child with a developmental disability.</b></li> <li><b>8. Understand the benefits of early intervention and ongoing assessment, evaluation and goal planning used to assist the child in reaching his or her full potential.</b></li> </ol>
<b>N:</b>	<p>Course Content: The following global ideas guide the design and delivery of this course:</p> <ol style="list-style-type: none"> <li><b>1. Current practices in the area of supported childcare are best understood within the context of the history, philosophy and past practices from which they have evolved.</b></li> <li><b>2. Supported childcare is based on several principles including family centered practice, inclusion, individual program planning, community resources and early intervention.</b></li> <li><b>3. The resources and delivery of supported childcare varies across communities.</b></li> <li><b>4. Role release and coordination of roles is a necessary part of transdisciplinary planning.</b></li> <li><b>5. Early Childhood Educators play an important role in observation, advocacy, contributions to planning and in curriculum implementation and delivery.</b></li> <li><b>6. Some predictable patterns and support needs can be identified for diagnosed conditions and disabilities.</b></li> <li><b>7. Individual differences will exist among children diagnosed with the same conditions or disabilities as a function of other biological factors, including the timing of growth and development, personality, interests, skills, and experiences.</b></li> <li><b>8. Effective program planning incorporates the child's strengths, particular needs and individual differences.</b></li> <li><b>9. Careful observation under a variety of conditions is essential to accurate assessment and planning.</b></li> <li><b>10. Parents are the best source of information about their child's strengths, condition and particular needs.</b></li> <li><b>11. The child's potential can be maximized when individual plans are effectively implemented and continually re-assessed and revised in consultation with the family and other professionals.</b></li> </ol>
<b>O:</b>	<p>Methods of Instruction</p> <p><b>Lecture</b></p> <p><b>Discussions</b></p> <p><b>Observations of children</b></p>
<b>P:</b>	<p>Textbooks and Materials to be Purchased by Students</p> <p><b>T.B.A.</b></p>
<b>Q:</b>	<p>Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations.</p> <ol style="list-style-type: none"> <li><b>1. Observations</b></li> <li><b>2. Research Assignment</b></li> <li><b>3. Reports</b></li> <li><b>4. Presentations</b></li> <li><b>5. Examinations</b></li> <li><b>6. Participation and Attendance</b></li> </ol>
<b>R:</b>	<p>Prior Learning Assessment and Recognition.</p> <p><b>This course is available for PLAR.</b></p>

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Course Designer(s): **Margaret MacDonald**

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Education Council / Curriculum Committee Representative

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Dean: **Jan Lindsay**

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Registrar